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ABSTRACT

This report on best practices in outcomes assessment contains two parts: "Institutional Resources" and "Other Resources." Commission staff and consultants have selected several exemplary comprehensive outcomes assessment plans or components of plans from institutions that recently completed their decennial evaluations and from periodic review reports submitted in the fifth year of the accreditation cycle or other special reports. For each institution there is an institutional description, an outcomes assessment description, and a contact person. Plans are grouped as comprehensive, academic assessment, general education plans, and student affairs plans. Part B, "Other Resources," recommends resources on outcome assessment in these categories: (1) "What Is Assessment? Dictionaries, Glossaries, and Statements"; (2) "Why Assess?"; (3) "How To Assess Well: Guidelines and Standards"; (4) "Identifying Learning Outcomes and Other Goals and Objectives"; (5) "Assessment Tools"; (6) "Assessment of Specific Skills"; (7) "For More Information." (SLD)

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Best Practices in Outcomes Assessment

[Updated December 2002]

The following report on *Best Practices in Outcomes Assessment* consists of two parts:

Part A: Institutional Resources

Institutions in the Middle States region that have exemplary outcomes assessment plans are listed in this section

Part B: Other Resources

Several nationwide related resources on outcomes assessment are recommended to readers.

The Commission staff contact person for this report questions about assessment is mailto:gsantiago@msache.org.

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Part A: Institutional Resources

Commission staff and consultants selected several exemplary comprehensive outcomes assessment plans or components of plans from institutions that recently completed their decennial evaluations, as well as from periodic review reports that are submitted during the intervening fifth year of the accreditation cycle or other special reports that the Commission may require.

For each institution, there is: an institutional description, taken from the Commission's official "Statement of Accreditation Status"; an outcomes assessment description; and a contact person at the institution.

The criteria for assessment plans are published in *Outcomes Assessment Plans*, the Commission's guidelines for institutions and evaluators, available on the Web at **www.msache.org/pubord.html**. These criteria for plans include:

- having a foundation in the institution's mission, goals, and objectives;
- the support and collaboration of faculty and administration;
- a systematic and thorough use of quantitative and qualitative measures;
- assessment and evaluative approaches that lead to improvement;
- realistic goals and a timetable, supported by appropriate investment; and
- an evaluation of the assessment program.

Following each institution's name is the Commission's designation of institutional type: [2YR (two-year); LA (liberal arts); COM (comprehensive); DOC (doctorate-granting); RES (research); or SPE (specialized).]

Comprehensive Plans:

Carlos Albizu University [SPE]
Middlesex County College [2YR]
SUNY Empire State College [COM]
SUNY at Fredonia [COM]
SUNY University at Albany [RES]
Towson University [COM]
Nassau Community College [2YR]

Academic Assessment:

American Academy of Dramatic Arts [SPE]
Cecil Community College [2YR]
Elizabethtown College [LA]
King's College [LA]
Nassau Community College [2YR]
St. John's College of Maryland [LA]
SUNY Institute of Technology at Utica/Rome [COM]

General Education:

Mercy College [COM]
St. Mary's College of Maryland [LA]

Student Affairs:

Cecil Community College [2YR]

Comprehensive Plans

CARLOS ALBIZU UNIVERSITY

Institutional Description:

Private (non-profit) specialized university level institution offering upper division Bachelor of Science Degree/Psychology; Master of Science Degree/Psychology with concentrations in mental health counseling, school counseling, marriage and family therapy; Master of Science Degree in Industrial/Organizational Psychology; and Doctor of Psychology Degree in Clinical Psychology with concentrations in general practice, neuropsychology and forensic psychology. Campuses at San Juan, Puerto Rico (Puerto Rico Institute of Psychology), and Miami, Florida (Miami Institute of Psychology).

Outcomes Assessment Description:

Institutional Effectiveness. Every four years, the administration, faculty, staff, and students conduct a comprehensive self-study at both the San Juan and Miami campuses. The self-study process serves to improve institutional planning and development. Through the self-study process, resources are directed to support program objectives and to respond to evaluations of program effectiveness and efficiencies. It is also an opportunity for the institution to review processes, staffing patterns, and eliminate excess or duplication.

The self-study takes into account the following internal variables:

- enrollment figures and future projections by program
- evidence of congruence between programs and institutional mission
- quantitative and qualitative needs analyses of programs
- staffing patterns and future staffing projections (based on enrollments)
- cost-benefit analyses of programs
- program evaluation (annual program assessments, student and alumni surveys)
- marketing and recruitment analyses
- student retention/attrition
- student performance measures
- class size
- faculty/student ratios
- facilities and resources

The self-study takes into account the following external variables:

- local, state, and national economic trends
- demographic trends
- employment and career opportunities
- social priorities
- physical constraints
- state or federal support of student aid programs

Program. Every program at the University has developed a matrix which outlines the goals and objectives for the program, how each goal and objective will be met operationally and in what course or courses, how each goal and objective will be assessed (i.e., written/oral examinations, portfolios, clinical experiences, class presentation), and the desired outcome.

Contact person:

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MIDDLESEX COUNTY COLLEGE

Institutional Description:

Public (local/state) two-year community college offering associate degrees and certificates. Off-campus programs offered at Perth Amboy, and New Brunswick. Continuing Education available. Study abroad programs are available in England and Chile. Professional accreditation in nurse education (A, NLN); dental hygiene (A, ADA); medical laboratory technician (A, CAAHEP, NAACLS); radiography education (A, CAAHEP); civil construction, electrical, and mechanical engineering technology (A, ABET); dietetic technology (A, ADA), paralegal studies (A, ABA); and respiratory care (A, CAAHEP).

Outcomes Assessment Description:

Middlesex County College understands the need for congruence between its goals and objectives and its educational programs, and realizes that this agreement is likely to produce instructional effectiveness. To ascertain that the institution is effective and to demonstrate accountability to both the College community and the community at large, the *Institutional Assessment Plan* describes how the effectiveness of the College's programs and services is assessed. Outcomes assessment initiatives are varied and include both quantitative and qualitative measures. It is expected that the implementation of the Institutional *Assessment Plan* will result in continuous improvement in the College's programs and services.

The MCC Institutional Assessment Plan covers student services, instructional activities, and other activities needed to accomplish the College's goals. The plan is divided into institutional and program segments. At the institutional level, the assessment plan includes the review of:

1. Mission, Goals, and Objectives
2. Governance
3. Administrative Organization
4. Evaluation of Administrative & Support Staff
5. Evaluation of Instructional Faculty
6. Student Services
7. Enrollment Management
8. Financial and Enrollment Audits
9. Planning

The program and student segments include the review of:

1. Entry Level Assessment
2. Student Background and Plans
3. ESL/Remedial Progress
4. Degree Programs
5. Curricular Assessment
6. General Education
7. Graduate Follow-Up

At the institutional and program levels, assessment is continuous and cyclical. The results of these assessment initiatives are shared widely with the academic community, and are utilized to make positive changes, address weaknesses, and fine-tune that which works well.

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SUNY EMPIRE STATE COLLEGE

Institutional Description:

Public (state) comprehensive college, a unit of the State University of New York, offering associate, baccalaureate, and master's degrees. Operates learning centers in Syracuse (Central New York); Rochester (Genesee Valley); Hartsdale (Hudson Valley); Old Westbury (Long Island); New York City (Metropolitan); Buffalo (Niagara Frontier); and Albany, NY (Northeast); and the Harry Van Arsdale Jr. School of Labor Studies in New York City, the Office of Graduate Studies and The Center for Distance Learning in Saratoga Springs, NY. Programs also offered in New York City are Studio Arts and Bell Atlantic Corporate/College program; in Buffalo, the FORUM West, in Saratoga Springs, the FORUM East; in Syracuse, the FORUM Central New York; in New Paltz, the Culinary Institute program; in Plattsburgh, the Champlain Valley Physicians Hospital Program; and at Fort Drum, NY, the Fort Drum program. Contractual arrangements with state agencies to place SUNY students in state agencies for one semester in Albany, NY and with the International Brotherhood of Electrical Workers to serve IBEW apprentices, Harry Van Arsdale Jr. School of Labor Studies, New York, NY. Workforce advancement initiatives include development and training for a variety of public and private sector clients. Study abroad programs available in Cyprus, Israel, Czech Republic, and Greece, with other opportunities available.

Outcomes Assessment Description:

In 1989 Empire State College (ESC) established a broadly representative Outcomes Committee, which was charged with developing an institutional plan for outcomes assessment. The plan needed to define institutionally appropriate objectives for the desired and intended learning outcomes, establish institutionally appropriate ways to assess learning outcomes, and build connections between assessment, planning and program improvement activities.

The Committee developed a statement of student learning objectives that reflected ESC's commitment to individualized education and lifelong learning and called for methods of periodic, comprehensive assessment of institutional performance in relation to these objectives. The Committee recommended making use of existing academic processes in order to integrate outcomes assessment activities with core academic and program improvement activities and to minimize the need to invest limited resources in specialized research functions. Methods used in the 1990 plan include student surveys, panel reviews of student portfolios, and expansion of portfolio reviews to include direct assessment of samples of student work, basic skills assessment, and student self-assessment. In addition, once the technological infrastructure required is in place, the college plans to administer milestone surveys of ESC students and track students throughout their experience at ESC.

The Academic Policy and Learning Programs Committee (APLPC) and related task forces have been charged with identifying the basic academic skills appropriate to ESC and establishing ways to meeting the general education objectives, which have been adopted by the SUNY Board of Trustees. ESC's area of study and concentration guidelines were reviewed by the APLPC in 1993 and are updated on an on-going basis. The well-established features of ESC's outcomes assessment program are the Periodic Area of Study Reviews and participation in the SUNY Student Opinion and Alumni surveys. The Periodic Area of Study Reviews enlist both external reviewers and ESC faculty in the assessment of the quality of samples of student degree portfolios in relation to a wide variety of assessment criteria and are conducted on a regularly scheduled basis. The SUNY Student Opinion Survey provides benchmark data to ESC on current student perceptions of and satisfaction with numerous features of ESC's programs and services. The SUNY Alumni Survey provides data on post-graduate career development, advanced education, etc. as well as graduates' perceptions of the value and quality of their degree studies at ESC.

Two new assessment initiatives include milestone surveys to query students at various points during their experience with ESC; and student tracking research to track student success and retention, content areas, and modes of study. Additional assessment initiatives include the adoption of basic skills measures for incoming students and identifying methods of assessing outcomes upon graduation, including the post-testing of basic skills.

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SUNY AT FREDONIA

Institutional Description:
Public (state) comprehensive college of arts and science, a unit of the State University of New York, offering baccalaureate and master's degrees. International study in U.K. (England and Wales), Japan, and Germany. Professional accreditation in music (B, NASM), theatre (B, M, NAST), and speech-language pathology and audiology (M, ASLHA).

Outcomes Assessment Description:
The State University of New York at Fredonia has committed itself to "campus-wide assessment and to the development of a culture of evidence." In many respects, SUNY at Fredonia has been a leader in assessment. Fredonia was awarded two major FIPSE grants to assess general education and academic programs in five departments. All academic programs are reviewed periodically with outside evaluators, and all academic programs are expected to be engaged in assessment activities. Every academic department has now defined, and most have implemented, a student outcomes assessment program.

While the College recognizes unevenness in the quality of materials from some academic programs, every academic department has now defined, and most have implemented, a student outcomes assessment program. Several commendable models exist in such disciplines as biology, speech pathology and audiology, but all define goals for student learning, the correlation between the programs' goals and the goals of the General Education program, the means of, or instruments for, measuring assessment (i.e., portfolios, senior seminars, standard tests, alumni surveys, barrier evaluations, comprehensive exams, field work, research projects, pre-post tests, student evaluations), measurable outcomes, and the uses to be made of these outcomes for improving teaching, learning, and the curricula.
Very few of the departments rely on a single instrument. For Fredonia, one indication of a healthy baseline structure for assessment among the departments is the pattern of multiple instrument usage for assessing student outcomes. Departments are categorized into groupings using a structure provided by the Office of Institutional Studies (i.e., educational studies, fine arts, humanities, natural sciences, social sciences, interdisciplinary). Categorizing departments has facilitated a convenient structure for assessment activities comparison, discussion among faculty, etc.

Assessment in academic support functions encompasses such areas as academic advising, grants administration/research services, information technology services, and the library. Here, the vocabulary of assessment changes from the vocabulary for the reporting of academic programs to "mission," "goals," dback into the unit." The language of assessment shifts appropriately to fit the nature and function of these components of support services so that the assessment loop results in practical and useful information.

These efforts, combined with the development of assessment plans for personal growth, intellectual growth and campus climate, form the basis of the development of an overall plan for the entire campus. Comparable features characterize the assessment plans for all areas within administration, development and college relations, and student affairs.

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SUNY UNIVERSITY AT ALBANY

Institutional Description:
Public (state) research university, a unit of the State University of New York, offering baccalaureate, master's, and doctoral degrees and certificates. Study abroad programs available in Brazil, China, Costa Rica, Denmark, Dominican Republic, Finland, France, Germany, Ghana, Iceland, Ireland, Israel, Japan, Korea, Netherlands, Norway, Puerto Rico, Singapore, South Africa, Spain, Sweden, The United Kingdom, and Russia. Professional accreditation in clinical psychology (D, APA); rehabilitation education (M, CORE); social work (B, M, CSWE); chemistry (B, ACS); librarianship (M, ALA); business (B, M, AACSB); public health (M, D, CEPH), counseling psychology (D, APA), and school psychology (D, APA); and public administration (M, NASPA).

Outcomes Assessment Description:
The "Albany Model" as it is widely known, has been instrumental in guiding the assessment efforts of many other post-secondary institutions, particularly in the public sector. It is data-driven, and its purpose is formative, not summative. The model seeks to relate the college experience to pre-college characteristics, and it also underscores the importance of relating the classroom and related student experiences (i.e., academic, social, and personal) to student satisfaction and success. These assessment efforts have given the University a rich array of evaluative databases, including student opinion surveys, cohort studies, and alumni studies. Study results have helped to inform a variety of innovations and improvements to the University's educational program. Examples of innovations and improvements that resulted or benefited from these efforts include: assessment in the major, living-learning initiatives and programs, faculty mentors, study group program, freshmen seminars, a task force on retention and advisement, freshmen orientation program, writing across the curriculum, freshmen housing, special interest housing, enhanced faculty development, student course evaluation forms and procedures, residence hall improvements, technology enhancements, and student services consolidation/relocation.

Assessment data and the analyses drawn from assessment efforts have been especially valuable in developing strategies to improve not only the substance and delivery of student services but also in addressing quality of life concerns expressed by students and alumni. In addition to descriptions of student and alumni opinions concerning the Albany experience, these studies have targeted specific programs such as General Education and Project Renaissance. They have also been used to examine selected student populations or topical issues such as baccalaureate recipients who take longer than four years to graduate, student goals, faculty student interaction, the effects of the research and teaching climate on undergraduates, graduating seniors, student attainment in the major, and educational outcomes. Project Renaissance, the Presidential Scholars program, the Faculty in Residence program, the major expansion of electronic and computer-related services and the increase of instructional computer-user rooms for students, and the efforts to enhance recreational facilities were all either directly or indirectly initiated by or influenced by assessment data and reports.

An Assessment Reports series is shared with campus managers and governance bodies in order to improve the student experience. Abstracts of all these reports are available on the Institutional Research web site (http://www.albany.edu/ir/reports.html). A complete set of the Institutional Research Assessment Report series is also available in the Document Room of SUNY-University of Albany.

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TOWSON UNIVERSITY

Institutional Description:

Public (state) comprehensive university, a unit of the University of Maryland System, offering baccalaureate, master's degrees, and doctoral degrees, and certificate programs. Study abroad opportunities available in Russia, United Kingdom, Germany, Italy, China, Korea, Japan, Mexico, France, Spain, Australia, and Denmark; member of the International Student Exchange Program (ISEP), American Institute for Foreign Study, Council of International Education Exchange, and School for International Training. Professional accreditation in music (B, NASM), nursing (B, NLN), speech-language pathology and audiology (M, ASLHA), occupational therapy (B, M, AOTE), dance (B, NASD/NCATE), business and accounting (B, M, AACSB), computer science (B, CSAB), chemistry (ACS), athletic training (NATA), and health science (AAHE/NCATE).

Outcomes Assessment Description:

A faculty-led University Assessment Council (UAC) was formed by the University Senate to develop programs that would evaluate student outcomes at the University. In response to its task, UAC formed three subcommittees: a) the Majors Assessment Resources Subcommittee (MARS) to help each academic department develop a plan that would provide a sound framework for assessing its majors outcomes; b) the General Education Assessment Subcommittee (GEAS) to examine the general University experience in terms of both its cognitive and affective domains; and c) the Subcommittee on Alumni Survey (SAS) to develop a new survey form to assess alumni response to their experience at the University.

In time, the responsibilities of the SAS would be discharged and the concerns of the GEAS would be divided between two subcommittees: a) the General University Experience Subcommittee (GUES), and b) the Student Quality of Life Assessment Subcommittee (SQLAS). The work of all subcommittees occurs within the context of twenty-one (21) Guiding Principles, which describe the values and beliefs underlying the University's assessment program. Among these principles are statements requiring confidentiality of student data, assessment for the sake of improving student learning, faculty and student involvement, reliability and validity of assessment measures, and prohibition on the use of assessment data in the faculty promotion and tenure process. The clarity with which these principles are set out and the care with which they are followed has been a significant feature of the program's success.

MARS has had the most specific guidelines, particularly in the initial phase of its charge. During its tenure, MARS has accomplished the following: a) held a one-day retreat for department Chairs, Deans, and assessment coordinators; b) developed a majors assessment video and handbook; c) received assessment plans from all departments on campus; d) received assessment reports from most departments; and e) instituted a quality review process for majors assessment reports.

Though the level and quality of participation in assessment of majors has varied, the assessment program has had growing impact on teaching and learning at Towson University. Within four years, 25 of 35 eligible programs reported improvements as the direct result of assessment activities. Improvements include the change of core and elective courses, addition of capstone courses or senior seminar, resequencing of courses in the curriculum, changes in course content, changes in requirements for student work in courses, increased faculty collaboration and planning, and changes in teaching methods.

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NASSAU COMMUNITY COLLEGE

Institutional Description:

Public (county/state) two-year comprehensive community college, operating under the supervision of the State University of New York, offering associate degrees and certificates in liberal arts and career oriented programs. Off-campus: extension-site programs offered at four off-campus locations (libraries and high schools) in Nassau County. Study abroad available in Costa Rica, England, France, Japan, Italy and Thailand. Professional accreditation in civil engineering technology (A, ABET); electrical (engineering) technology (A, ABET); nursing (A, NLN); music (A, NASM); paralegal (A, ABA); physical therapist assistant (A, APTA); radiologic technology, radiotherapy technology, respiratory care, and surgical technology (A, CAHEA); and mortuary science (A, ABSFE).

Outcomes Assessment Description:

Nassau Community College understands the importance of accountability for its services to the constituencies that support the College. External accountability must be matched with strong, honest, and critical internal review in order to effect positive change. Nassau Community College accomplishes these needs by using a breadth of techniques designed to examine each detail of the College, as well as the whole of the institution.

Student Satisfaction. The college actively surveys its incoming, current, and former students, graduates, and alumni, and regularly issues five formal surveys. These series of surveys are designed to provide key information about the student's experiences at Nassau, ensuring that the College meets the student's needs and expectations. These surveys ask questions concerning facilities, quality of students' educational experiences, progress in higher education, future plans and goals, overall satisfaction with Nassau Community College, as well as suggestions for improvement. Parameters for evaluation of student satisfaction now include the careful identification of student goals and educational expectations through surveys administered by the College.

Academic Assessment. In an effort that has little precedent on the community college level, the Nassau Community College faculty has undertaken a program of academic assessment in order to evaluate learning in the classroom. In this program, every section of every course taught at the College falls under review for the quality and quantity of learning that occurs. This faculty-driven process earns positive and supportive response from both the faculty and administration. The quality of this assessment process is distinctive, and other colleges often request Nassau's assessment program representatives to visit their institutions and share the method for Nassau's academic assessment success.

Institutional Assessment. The College continues to use traditional measurements such as graduation rates, persistence rates, and others to gauge institutional success. This process has been expanded, however, to include ongoing, broadband assessment of mission effectiveness, using a variety of peer studies, numerous indicators and results from other levels of assessment processes. The attainment of stated educational goals

by students is becoming a central measure of overall institutional effectiveness. This Report Card uses data from new institutional effectiveness studies.

Program Review. College administration, as well as individual academic departments, periodically reviews college academic programs. The quantitative, qualitative, and practical aspects of each program undergo examination that allows for open discussion of program strengths and weaknesses. The Program Review model is based upon congruence with the College mission and subsumes the outcomes of both academic and institutional assessment. This process is garnering attention as a model for peer institutions because of its comprehensiveness and collaborative style.

Comments from Constituencies. Nassau Community College, in its desire to understand its own strengths and weaknesses, will be asking the residents of Nassau County for their comments. Readers of this report will be receiving questionnaires and are invited to participate in focus groups, provided with a channel to voice concerns, and may be called upon to assist the College in the furtherance of its evaluation process.

Contact person:

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Academic Assessment

AMERICAN ACADEMY OF DRAMATIC ARTS

Institutional Description:
Private (non-profit) two-year professional school specializing in actor training, offering associate degree and certificate programs. Professional accreditation in theater (A, NAST).

Outcomes Assessment Description:
Students receive instantaneous feedback on their work in classrooms and rehearsals. Faculty members, as a group, evaluate students at mid-term faculty meetings. Students receive detailed written evaluations at the end of the term. At each stage of development, students are tested in the disciplined area of performance. Performance provides the best means of determining whether the goals of training are being met. Results of selection meetings are another form of evaluation (whether or not a student is invited to return). Patterns of weaknesses among cohorts are used to improve what is taught and affords such opportunity to monitor the success of the program as a whole. Following graduation, the ability of the alumni to find work in the professional world is an indicator of how well the program serves the Academy's mission.

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CECIL COMMUNITY COLLEGE

Institutional Description:
Public (local) two-year community college offering associate degrees and certificate and transfer programs in arts and sciences, education, general studies, industrial electronics, computer information systems, computer aided drafting and design, business administration, business and commerce technology, licensed practical nursing, registered nursing, sanitary technology, law enforcement, professional photography and emergency medical technology. Off-campus programs offered in Elkton, MD, in a variety of continuing education and community services programs. Professional accreditation in nursing (A, NLN).

Outcomes Assessment Description:
Cecil Community College originally submitted a plan for student outcomes assessment in 1991 to the Maryland Higher Education Commission, and began to develop a formalized assessment process in 1994 with the appointment of an assessment team (A-Team). In 1999, the College reported that assessment plans were being implemented in five areas; General Education, Nursing, Business/Computer Information Services/Data Processing, Visual Communication and Student Development, with Visual Communication and Nursing serving as prototypes for the other areas. In addition, the facilities, financial services, and computer services departments conducted quality surveys, with the support of the College Improvement Steering Committee, which were spun off from Academic A-Team.

Two academic programs, Visual Communication and Nursing, have well defined assessment plans. These plans include not only a list of objectives, measurement activities, and outcomes, but also a clear time line indicating when in a student's academic career the assessment activities would take place, i.e. in Visual Communication assessments are scheduled for mid-semester, end-of-semester, senior year capstone portfolio and project, graduate follow-up surveys, and Advisory Board assessment meetings. Assessment is used both to improve teaching and learning and to improve the congruence between the department's mission and goals

and their instructional outcomes. The multi-level time lines adopted for these outcomes assessment measures provide opportunities for formative changes in the programs during the academic year as well as multiple opportunities for feedback to students during each semester and throughout their academic career.

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ELIZABETHTOWN COLLEGE

Institutional Description:

Private independent liberal arts college related to Church of the Brethren, offering baccalaureate degrees in arts and sciences, professional, and pre-professional studies. Off-campus programs offered in various locations through Continuing Education Division, including the Dixon University Center in Harrisburg, PA. Adult External Degree Program leading to baccalaureate degrees available. Study abroad available through the Brethren Colleges Abroad Program in Germany, France, Spain, England, Japan, China, Ecuador, Mexico, India, and Greece; International Study Centre at Herstmonceux Castle, England (Queen's University at Kingston, Canada). Professional accreditation in occupational therapy (B, ACOTE), music (B, NASM), social work (B, CSWE), and business (B, ACBSP).

Outcomes Assessment Description:

Effective assessment programs require members of a college community to agree on the types of student learning that should be assessed. At Elizabethtown College, a consensus appears to exist among faculty and administrators about what students should know, value and be able to do. Virtually all departments specify that students should demonstrate proficiency in global or transferable skills of liberal learning: 1) effective writing and oral communications, 2) analytical, critical and reflective thinking, 3) problem-solving ability, 4) quantitative analysis, and 5) research skills, often differentiated according to discipline. It is expected that these skills will permeate all courses and programs, at varying degrees, depending on the discipline.

Elizabethtown utilizes a two-dimensional grid to facilitate the manner in which departments report the types of assessment strategies used. The grid lists twenty possible assessment strategies: capstone course evaluation, course evaluation forms, course-embedded assessments, departmentally-constructed tests required of all majors, employer satisfaction surveys, external program reviews, job placement rates, minimum GPA required for continuation in major, multiple faculty evaluations, oral interviews of students, portfolio assessment, pre- and post-tests, projects or theses required by seniors, regular alumni surveys, review of student performance on standardized tests (GMAT, GRE, MCAT), review of graduate school acceptance rates, review of program outcomes by external evaluators, sophomore or junior evaluation, standardized tests required of all majors, and student retention and attrition rates.

The grid allows departments to indicate whether they are currently using an instrument, developing one for future use, or have no plans to use the instrument in the future. The variety of options on the list may encourage departments to adopt strategies they had not considered before. The list may also lead departments to consult with one another and to share assessment strategies.

In addition to the grid, the president has also charged each academic department to perform a self-study every five years involving all relevant colleagues and including faculty in cognate disciplines. Academic units must also retain an outside expert to review programs every ten years. Among other items, the self-study must include a five-year plan that uses "primary data measuring aggregate outcomes pertinent to program goals and objectives," and establish "a process for using the results of outcomes assessment for program improvement."

The Academic Affairs Committee of the Board of Trustees will review all program assessments.

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KING'S COLLEGE

Institutional Description:
Private (Roman Catholic) coeducational liberal arts college conducted in the Catholic tradition by the Congregation of Holy Cross, offering master's degrees in finance, health care administration, education, and physician assistant studies; baccalaureate degrees in 36 major programs; and associate degrees in six majors. A number of regional, national, and international internships and study abroad opportunities are available. Professional accreditation in physician assistant program (B, CAAHEP).

Outcomes Assessment Description:
The nationally recognized assessment program at King's College has been designed by faculty not merely to measure or evaluate in the traditional senses of these words but, rather, to enhance student learning. Faculty believe that good assessment strategies are good teaching strategies.

Assessment at King's College focuses on a) clearly-defined faculty expectations for learning that students can understand; b) explicit criteria that faculty and students can use to evaluate performance; c) clear, honest, and timely feedback to students so they can concentrate not so much on past mistakes as on practical ways to improve performance; d) strategies to enable students to connect learning in the Core with learning in the major; e) close collaboration, a helping relationship, between faculty and students to encourage on-going development; and f) students understanding more of what and how they learn so that they may become more involved in their learning and more responsible for that learning.

The comprehensive assessment program includes the following:

Pre- and Post-Assessments in Core Curriculum Courses. The ability of students to think and to communicate effectively in each discipline is assessed in Core Curriculum courses. These assessments are embedded in course work and indicate the ability of students to work with the subject matter and methodology of each discipline.

Competency Growth Plans for the Skills of Liberal Learning. For each of the transferable skills of liberal learning (critical thinking and problem solving, effective writing, technology competency, effective oral communication, quantitative reasoning, library and information literacy, and moral reasoning), the faculty has designed "competency growth plans", which outline how students will develop these skills year-by-year and course-by-course.

The Sophomore/Junior Diagnostic Project. The systematic development of liberal arts skills within the major is also part of the assessment program. Each department has designed a project which is related to the major field of study and which takes place in a required course so that faculty and students can discern at this critical juncture the student's likelihood of success in the major as well as the student's development of liberal arts skills. These discipline-specific projects allow students to work on interesting and realistic problems or projects that reflect the kind of work professionals do in the careers to which students in a major aspire. Should problems appear in the student's performance, faculty and students work together to diagnose them and refer to the Learning Skills Center or Office of Career Planning and Placement for help in solving them.

The Senior Integrated Assessment. The finishing piece of the comprehensive assessment program is the senior integrated assessment. Within a required senior course or capstone seminar, each department has created an exercise that allows students to exhibit a sophisticated command of the subject matter and methodology of the major as well as competence at advanced levels in the transferable skills of liberal learning appropriate to a student about to graduate. These assessments often culminate in exhibits, lectures, or other kinds of presentations to which other students, faculty within and outside a particular department, or even the public at large is invited as audience.

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NASSAU COMMUNITY COLLEGE

Institutional Description:

Public (county/state) two-year comprehensive community college, operating under the supervision of the State University of New York, offering associate degrees and certificates in liberal arts and career oriented programs. Off-campus: extension-site programs offered at four off-campus locations (libraries and high schools) in Nassau County. Study abroad available in Costa Rica, England, France, Japan, Italy and Thailand. Professional accreditation in civil engineering technology (A, ABET); electrical (engineering) technology (A, ABET); nursing (A, NLN); music (A, NASM); paralegal (A, ABA); physical therapist assistant (A, APTA); radiologic technology, radiotherapy technology, respiratory care, and surgical technology (A, CAHEA); and mortuary science (A, ABSFE).

Outcomes Assessment Description:

In February 1999, the Assessment Committee of the Academic Senate at Nassau Community College published a document entitled ***Concepts & Procedures for Academic Assessment***. The manual was prepared for the faculty of NCC to aid in their quest to discover ways to help students learn more effectively through discipline inquiries into teaching and learning in their classrooms.

The manual is divided into five sections. Section One, *Introduction: Philosophical and Historical Perspectives*, addresses the vision and evolution of assessment at NCC. Section Two, *The Conceptual Framework of Assessment*, addresses course-embedded assessment and the five steps of the goals-based assessment (gba) paradigm (teaching goals, outcomes behaviors, assessment measurements, evaluating measurement results, and formulating modifications). Section Three, *Implementation and Campus Process*, addresses the three phases of classroom assessment (planning, implementing, and responding) and various roles of faculty, administrators, and committees at NCC.

Section Four, *Classroom Assessment User's Guide*, serves as a pragmatic, quick-reference to methods and examples involved in the formulation of a classroom assessment. This section is written in less-technical language than other parts of the manual, following the feedback and suggestions made by faculty who posed very practical questions and concerns, such as:

- What is the difference between a teaching goal and a behavioral objective?
- What are formative measurement instruments and how are they used in classroom assessment?
- What are summative measurement instruments and how are they used in classroom assessment?
- What are the purposes of the "evaluation" column in the goals-based assessment (gba) matrix?
- What exactly is being evaluated?
- What is meant by "modifications" in the matrix?
- How do we integrate ongoing assessment of learning without taking up too much class time?
- Once we get the measurement results, what next?
- How does classroom assessment help student learning?
- How does classroom assessment affect teaching styles and approaches?

Section Five, *Resource Guide*, addresses the teaching goals inventory, outcomes goals of general education, and classroom assessment techniques.

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ST. JOHN'S COLLEGE

Institutional Description:
Private (non-profit) liberal arts college offering baccalaureate and master's degrees.

Outcomes Assessment Description:
St. John's College employs the Great Books of the Western tradition, "to achieve a critical knowledge of tradition of freedom and equality." The Program is an all-required, non-departmental, non-specialized curriculum, consisting through all four years equal parts of:

1. Great Books seminars (ancient, medieval, modern);
2. Language study (Greek, French, English);
3. Mathematics study (Euclidean and non-Euclidean geometry, calculus, foundations of mathematics and logic, relativity);
4. Laboratory science (classical physics, biology, quantum theory) for three years, and music for one year.

St. John's College has a continually developing, complex, college-wide set of assessment practices, calibrated to the severe demands of the required studies. St. John's College has found that the most effective way to ensure high outcomes is:

1. To subordinate the establishing of results to a steady monitoring of the process of learning.
2. To judge students' learning at least as much in terms of their own development as in comparison with others.
3. To abstain from quantitative measures entirely for internal purposes.
4. To ensure that such quantitative measures, used for external purposes, are based on real knowledge of individual performance.
5. To ensure that the whole college is involved in assessment procedures that are well enough known and frequently enough discussed to achieve a reasonable uniformity.

At present, St. John's College employs the following assessment procedures:

1. **The Assessment Meeting**. Every student (except for seniors) comes twice a year to a meeting, which every tutor, at present teaching that student, attends. A review of the students' absolute performance, and more importantly, their progress, is given and narratively reported on an official form kept in the students' files. At the meeting, students have an opportunity to review their own work and to criticize their tutors' teaching. The Dean reviews all the reports and talks to students not doing well.

2. **The Enabling Procedure**. At the end of the sophomore year, each of the student's tutors for the past two years review the student's class work and grade record to recommend to the Instruction Committee whether the student is enabled to continue. Usually 5% to 10% of the sophomores are not permitted to return.

3. **Oral Examination**. All students undergo a half-hour examination on books read or essays written, administered orally by their two seminar leaders (Each seminar is double-led). Grades are given.

4. **Annual Essays and Papers**. In spring students write a major annual paper that is graded by two tutors and upon which they stand an oral examination. No student is admitted to the next year without a satisfactory performance. All students write a set number of small papers in their classes that are critiqued but not graded by their tutors.

5. **Senior Essays**. A satisfactory senior essay, a substantial piece of writing, is an absolute requirement for all

students for graduation. It is written under the guidance of an advisor, and judged and graded by a special committee of three tutors who also administer a public examination, which students must pass.

6. **College Examinations**. There is one required enabling examination geared to the requirements of the curriculum. This is an Algebra Test, a minimum skills test required for continuing into the second semester of the sophomore year. Preparatory aid is provided.

7. **Graduation** Review. The whole faculty reviews the students' grade record, supplemented by the narrative reports of the students' tutors. Students who have deficiencies in their senior year are not recommended for the baccalaureate degree, unless upon the fulfillment of definite conditions.

8. **The Classroom**. Almost all classes meet three times per week for 70 minutes, so that all year students' performance is closely monitored on a daily basis for:

a. Preparation of assignments (e.g., translations, demonstrations);
b. Participation (steady, active, responsive contributions to the class);
c. Learning (signs of intellectual growth).

9. **Attendance**. Attendance is mandatory because the life of the college is in its classes and because of the daily assessment that goes on there.

Contact person:
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SUNY INSTITUTE OF TECHNOLOGY AT UTICA/ROME

Institutional Description:

Public (state) comprehensive upper-division college, a unit of the State University of New York, offering baccalaureate and master's degrees. Career oriented professional curricula in engineering technologies, computer science, photonics, telecommunications, business/public management, accounting, finance, health information management, health services management, nursing, professional and technical communication, applied mathematics, psychology, sociology, and selected liberal arts; and graduate programs in applied sociology, information design and technology, health services administration, accountancy, management, computer science, nursing, telecommunications, and technology, and advanced technology. Off-campus programs in nursing and engineering technology offered in the capital district; programs in engineering technologies, health information management, and health services management offered in the Syracuse area; and an on-line master's program in accountancy. Professional accreditation in engineering technologies (B, ABET), nursing (B, M, NLN), and health information management (B, CAAHEP).

Outcomes Assessment Description:

A college-wide assessment committee, representing all the appropriate constituencies of the institution, has been set up to coordinate all the assessment activities across the college. The plan for the assessment of academic programs is the most fully developed. This plan calls for the identification of the educational objectives for the academic program, the evaluation methods, the time frame for each evaluation, the desired outcomes, the actual outcomes, and the resulting changes in the program based on the assessment of that desired outcome. This framework for reporting closes the outcomes assessment loop by asking for a list of educational objectives, measuring the outcomes and then identifying the changes which have resulted from the assessment of outcomes.

SUNY Institute of Technology began its initial work on an Assessment Plan during the 1989-90 academic year. The goals of the Assessment Plan are that: "the assessment program will be campus-wide; assessment will become part of the campus culture as a continuous activity; it will lead to improved completion/retention rates, placement of graduates, and other fundamental indicators of success; the plan will continually evolve, as new ways of looking at outcomes are introduced."

The Institute's College-wide Assessment Committee, consisting of faculty from each school and representatives from the library, learning center, student affairs, and the Utica/Rome Student Association, has the primary responsibility for the ongoing assessment program. An assessment framework for programs is currently in place and subcommittees of the Assessment Committee have been charged with the task of determining how best to assess general education and basic skills considering the unique environment of the Institute.

The faculty in the major conducts assessment in each of the major programs of study, with the program representative regularly reporting on these assessment activities to the College-wide Assessment Committee. The template developed by the committee provides for (1) identification of educational objectives; (2) a description of the various evaluation methods that were used to assess the outcomes; (3) the time frame for the implementation of the evaluation activity i.e. once a year, at entry, senior year, every 2-3 years; (4) the desired outcomes; (5) the actual outcomes (including the date the information was obtained); and (6) the program changes that resulted from the assessment. Each department's report is reviewed by the committee to verify that the department's plan adequately specifies and measures student learning outcomes. If the committee does not determine that the plan sufficiently identifies and measures student learning outcomes it is sent back to the department for modification before it will is endorsed.

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General Education

MERCY COLLEGE

Institutional Description:

Private (non-profit) comprehensive college offering associate and baccalaureate degrees, certificate programs, and the master of science degree in nursing, human resource management, learning technology, occupational therapy, physical therapy, acupuncture/oriental medicine, education, organizational leadership, school administration and supervision, school business administration, teaching English to speakers of other languages, physician assistant studies, counseling, psychology, and school psychology; advance certificates in school administration and supervision, school business administration, alcohol and substance abuse counseling, family counseling, and retirement counseling; the MBA in business administration. The A.A./A.S. in Liberal Studies, B.S. in Business Administration with specialization in International Business, B.A./B.S. in Psychology and the B.S. in Computer Science degree programs (all by distance learning format), are included within the scope of the institution's accreditation. Branch campuses located in the Bronx, White Plains, and Yorktown Heights. Off-campus programs are offered at extension centers located in Mount Vernon, Yonkers, Brooklyn, Queens, Jamaica, and Manhattan Districts 1, 3, 4, and 6; the American Institute of Banking; and the Sara Schenirer Seminary in Brooklyn. Collaborative arrangement with the Westchester Conservatory of Music to offer a bachelor's degree in music. Professional accreditation in nursing (B, M, CCNE), occupational and physical therapy (COTA/APTA), physician assistant (CAAHEP), social work (CSWE), acupuncture (ACAOM), and veterinary technology (AVMA).

Outcomes Assessment Description:

In 1994, the faculty of Mercy College adopted minimum competency requirements in four areas of General Education: writing, critical thinking, oral communication and quantitative reasoning. There areas were then incorporated in the college catalogue as graduation requirements. Information literacy was added to the competency requirements in 1997.

Since the fall of 1995, a team of faculty has been charged with guiding the implementation process and developing structured procedures and criteria for the assessment of these competencies. The faculty decided that the assessment of the competencies would be course-embedded within the General Education curriculum. The next step was for the Faculty Curriculum Committee to define the competencies in each area and identify a corresponding set of demonstrable skills which could be measured. Once the Faculty Senate approved the competencies, it was necessary to engage the faculty in integrating the competencies throughout the General Education curriculum. Additional steps included the development of an assessment plan to measure student achievement against the competency outcomes requirements and, of particular importance, developing an assistance plan for students who did not meet the minimum level of competency required for graduation.

Mercy College has identified the following academic support services for students who do not pass the competency assessment (1) departmental faculty advising and tutoring; (2) opportunity to retake appropriate courses to improve their skills; (3) skills building assistance through the Learning Centers. Since the faculty decided that competency evaluation would be separate and independent of the student's final course grade, it was necessary to develop competency grade rosters for faculty to provide feedback to students on their progress towards meeting the competency requirements. Mercy is currently working to find the right tools to track students with competency deficiencies to be able to direct them to the appropriate academic assistance. The Faculty Curriculum Committee is also working on developing a specific intervention plan, which will include required workshops and tutoring through the Learning Center, to provide every reasonable means for students with deficiencies to acquire the necessary skills to meet the competency requirements for graduation.

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ST. MARY'S COLLEGE OF MARYLAND

Institutional Description:
Public (state) liberal arts college, designated a "Public Honors College," offering the baccalaureate degree in twenty-one disciplines, including a student-designed major. Off-campus programs (U.S.) include the National Student Exchange, an exchange program with Johns Hopkins University and internships in various locations. Continuing education program available. College sponsored study abroad available in China (in cooperation with Fudan University), England (in cooperation with the Center for Medieval Studies), Germany (in cooperation with the University of Heidelberg), and Costa Rica. Professional accreditation in music (B, NASM).

Outcomes Assessment Description:
Assessment at Saint Mary's College of Maryland is overseen by an assessment committee and involves several assessment techniques. Student portfolios, which contain representative works from each general education course as obtained from a stratified random sample of students, form a major component of the assessment program at Saint Mary's. This portfolio collection program has been in effect for five years, thereby enabling the institution to compare pairs of first-year and senior items.

The method used to measure student learning outcomes in the general education component at Saint Mary's College of Maryland is portfolio sorting. Portfolio sorting is a method for assessing change over time. This method can be used to investigate a wide array of assessment factors, can be used with outside raters, provide quantifiable results, and is relatively easy to implement.

Most of the portfolio items at Saint Mary's are written essays. Given the limited number of first year and senior papers available, the assessment committee limits its investigation to the following five factors: clarity of thinking, critical thinking, grammar and usage, organization, and substance

At Saint Mary's, comparing first-year and senior items is an attempt to gauge student progress over time in a variety of areas within the general education component. Through this techniques, one might explore which factors are affected by a college education and which are not. One might delineate the impact of one curriculum versus another. One might investigate the development of factors across years rather than on just a first-year-senior basis. One might compare the factor improvements obtained at different colleges, among different disciplines, or among different demographic groups, and then seek to understand the reasons for any obtained differences. Clearly, there are many issues to investigate, and portfolio sorting may provide a methodology for exploring the effects of a college education.

[Information taken from "Portfolio Sorting: A Description and Application," by Spurr, Kiphart, and Miller, *Assessment Update*, March-April 1997.]

Contact Person:
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Student Affairs

CECIL COMMUNITY COLLEGE

Institutional Description:

Public (local) two-year community college offering associate degrees and certificate and transfer programs in arts and sciences, education, general studies, industrial electronics, computer information systems, computer aided drafting and design, business administration, business and commerce technology, licensed practical nursing, registered nursing, sanitary technology, law enforcement, professional photography and emergency medical technology. Off-campus programs offered in Elkton, MD, in a variety of continuing education and community services programs. Professional accreditation in nursing (A, NLN).

Outcomes Assessment Description:

Cecil Community College originally submitted a plan for student outcomes assessment in 1991 to the Maryland Higher Education Commission, and began to develop a formalized assessment process in 1994 with the appointment of an assessment team (A-Team). In 1999, the College reported that assessment plans were being implemented in five areas; General Education, Nursing, Business/Computer Information Services/Data Processing, Visual Communication and Student Development, with Visual Communication and Nursing serving as prototypes for the other areas. In addition, the facilities, financial services, and computer services departments conducted quality surveys, with the support of the College Improvement Steering Committee, which were spun off from the Academic A-Team.

Cecil Community College has a well-defined Student Development assessment plan. The plan includes not only a list of departmental goals, measurement activities and indicators, and expected outcomes, but also a clear time line indicating when in a student's academic career the assessment activities take place. The time line consists of assessment at entry, assessment during a student's academic career and assessment at the student's exit from the college, i.e. entry-level assessment, intermediate level assessment, and exit level assessment. At each point in the time line the assessment measures to be used are listed and include target surveys, focus groups, retention surveys, and graduation surveys. The multi-level time lines adopted for these outcomes assessment measures provide opportunities for formative changes in the programs during the academic year as well as multiple opportunities for feedback to students during each semester and throughout their academic career.

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Part B: Other Resources

The following resources on outcomes assessment are recommended to readers in the following categories:

What is Assessment? Dictionaries, Glossaries, and Statements
Why Assess?
How to Assess Well: Guidelines and Standards
Planning an Assessment Program
Identifying Learning Outcomes and Other Goals and Objectives

Assessment Tools:

- General Information
- Rubrics (Primary Trait Analysis) and Holistic Scoring Guides
- Surveys and Self-Assessment Instruments
- Classroom Assessment Techniques
- Focus Groups
- Portfolios
- Electronic Portfolios

Assessment of Specific Skills:

- Writing
- Oral Communication
- Critical Thinking

Assessing Diversity/Multicultural Initiatives
Assessing Educational Uses of Technology
Countering Cheating and Plagiarism
Research Methods for Education and Evaluation
Analyzing Data
Communicating Assessment Results
Using Assessment Results
Equity in Assessment

For More Information:

- Journals and Collections of Readings on Assessment
- Assessment Bibliographies
- AccreditingOrganizations
- Other Organizations Interested in Higher Education Assessment
- Organizations Interested in K–12 Assessment (but still good resources!)
- Institutions with Assessment Best Practices
- Meta-Sites (with numerous links to other assessment resources)

What is Assessment? Dictionaries, Glossaries, and Statements

Defining Assessment
http://www.essentialschools.org/fieldbook/classpractice/assessment/excelsiorsprings/defining.html
A good, succinct glossary of key assessment terms from the Coalition of Essential Schools

CRESST (National Center for Research on Evaluation, Standards, and Student Testing) Assessment Glossary
http://cresst96.cse.ucla.edu/CRESST/pages/glossary.htm
Good, straightforward definitions of key assessment terms

Why Should Assessment Be Based on a Vision of Learning?
http://www.ncrel.org/sdrs/areas/rpl_esys/assess.htm
A good explanation of current thinking on assessment posted by North Central Regional Educational Laboratory

Harcourt Educational Measurement Glossary of Measurements Terms
http://www.hbem.com/library/glossary.htm
Particular useful for those interpreting the results of published assessment instruments

Glossary of Evaluation Terms
http://141.218.173.232:120/glossary/
Because the concepts of assessment and evaluation overlap, many of the terms defined here are of interest to assessment practitioners.

Dictionary of Education PLUS
http://macweb.soe.umich.edu/plus/
An unusual dictionary that defines educational terms in terms of how they are used by educational researchers in journals affiliated with the American Educational Research Association (AERA)

Diversity Dictionary from the University of Maryland Diversity Database
http://www.inform.umd.edu/EdRes/Topic/Diversity/Reference/divdic.html
Of particular interest to those addressing diversity issues in assessment

Why Assess?

Purposes of Assessment
http://www.essentialschools.org/fieldbook/classpractice/assessment/excelsiorsprings/purpose.html
A good, brief statement on the benefits of assessment for students, teachers, administrators, and employers

The Case for Authentic Assessment
http://www.ed.gov/databases/ERIC_Digests/ed328611.html
This ERIC Digest by Grant Wiggins explains the rationale for using performance assessments rather than traditional tests.

Inside the Black Box: Raising Standards Through Classroom Assessment
http://www.pdkintl.org/kappan/kbla9810.htm
This article by Paul Black and Dylan William on Phi Delta Kappa's Web site argues persuasively that formative assessment can help raise standards of achievement.

How to Assess Well: Guidelines and Standards

Nine Principles of Good Practice for Assessing Student Learning
http://www.aahe.org/principl.htm
A seminal statement developed by the Assessment Forum of the American Association for Higher Education

Doing Assessment as if Learning Matters Most
http://www.aahe.org/Bulletin/angelomay99.htm
In the May 1999 issue of the AAHE Bulletin, *Tom Angelo presents 10 guidelines for assessing as if learning matters most.*

Installing Authentic Assessment: Putting Assessment in its Place
http://www.siue.edu/~deder/assess/denver0.html
Six principles, drawn from Ernest Boyer's Scholarship Assessed, *that lead to the reflective, scholarly practice of assessment*

Integrating Assessment and Instruction in Ways That Support Learning
http://www.ncrel.org/sdrs/areas/issues/methods/assment/as500.htm
Good suggestions for appropriate implementation of assessment.

What Does Research Say About Assessment?
http://www.ncrel.org/sdrs/areas/stw_esys/4assess.htm
A summary of many principles of good practice for assessment, posted by the North Central Regional Educational Laboratory. A glossary is also provided.

Assessments and Accountability
http://www.aera.net/pubs/er/arts/29-02/linn01.htm
This article by Robert Linn in ER Online *reviews and discusses issues surrounding the use of assessments for accountability.*

Student Evaluation Standards
http://evaluation.wmich.edu:120/jointcomm/ses/Ses.htm
These standards by the Joint Committee on Standards for Educational Evaluation, sponsored by 18 major professional organizations, are designed to guide teachers and inform students, parents, and others regarding the characteristics of sound student evaluations.

The Use of Tests When Making High-Stakes Decisions for Students: A Resource Guide for Educators and Policymakers
http://www.ed.gov/offices/OCR/testing/
Developed by the U.S. Department of Education, Office of Civil Rights, to provide information on test measurement standards, legal principles, and resources to help educators and policy-makers ensure that uses of tests as a part of decision-making that has high-stakes consequences for students are educationally sound and legally appropriate.

Code of Fair Testing Practices in Education
http://ericae.net/code.htm
This code aims to advance the quality of testing practices. It was developed by the Joint Committee on Testing Practices, sponsored by the American Educational Research Association, the American Psychological Association, the National Council on Measurement in Education, the American Association for Counseling and Development/Association for Measurement and Evaluation in Counseling and Development, and the American Speech-Language-Hearing Association.

Code of Professional Responsibilities in Educational Measurement
http://www.natd.org/Code_of_Professional_Responsibilities.html
This code was developed by the National Council on Measurement in Education (NCME) Ad Hoc Committee on the Development of a Code of Ethics to promote professionally responsible practice in educational measurement. The code enumerates the professional responsibility of those who develop assessments, market and sell assessments, select assessments, administer assessments, score assessments, interpret, use, and communicate assessment results, educate about assessment, and evaluate programs and conduct research on assessments.

Principles and Indicators for Student Assessment Systems
http://fairtest.org/princind.htm
These seven principles, published by the National Center for Fair & Open Testing (FairTest), are intended as a vision of how to transform assessment systems and practices as part of wider educational reform.

Leadership Statement of Nine Principles on Equity in Educational Testing and Assessment
http://ncrel.org/sdrs/areas/issues/content/cntareas/math/ma1newst.htm
This statement, on the North Central Regional Educational Laboratory, aims to ensure that both equity and quality are dominant themes in testing and assessment.

Writing Assessment: A Position Statement from the Conference on College Composition and Communication
http://www.ncte.org/tetyc/back/22_3cccc.html
Designed to help explain writing assessment to colleagues and secure the best assessment options for students

Uniform Guidelines
http://www.uniformguidelines.com/
This site includes Testing and Assessment: An Employer's Guide to Good Practices, *a statement developed by the U.S. Department of Labor. It includes principles of good practice that apply to any situation in which assessments are used to make decisions about an individual.*

Program Evaluation Standards
http://eval.org/EvaluationDocuments/progeval.html
These standards were prepared by the Joint Committee on Standards for Educational Evaluation, whose membership includes the American Educational Research Association, the American Psychological Association, the National Council on Measurement in Education, and the American Evaluation Association. They are of particular interest to assessment practitioners involved in assessing program effectiveness.

Planning an Assessment Program

Creating an Evaluation Plan
http://www.innonet.org/evaluation.html
A good tool for designing a plan to assess a program

Tips for Managing an Assessment System
http://www.essentialschools.org/fieldbook/classpractice/assessment/excelsiorsprings/managing.html
Practical suggestions for planning and managing feasible, useful assessment activities from the Coalition for Essential Schools

Select or Design Assessments that Elicit Established Outcomes
http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7sele2.htm
A readable ten-step plan for designing an assessment process

Kirkpatrick's Four Levels of Evaluation
http://coe.sdsu.edu/eet/Articles/k4levels/start.htm

Donald Kirkpatrick's model is designed to assess the effectiveness of training programs, but it is useful as well for those planning higher education assessments of student learning in higher education settings.

Identifying Learning Outcomes and Other Goals and Objectives

Western Michigan University Evaluation Center Checklist Project
http://www.wmich.edu/evalctr/checklists/
Excellent guidelines and information on creating checklists that define the critical goals and criteria by which a program is to be assessed.

Clarifying Aims and Standards: An Interactive Exercise
http://www.essentialschools.org/pubs/horace/10/v10n02.html#sidebar6
An excellent exercise for identifying and clarifying those learning outcomes that should be priorities for assessment.

Rethinking Assessment and Its Role in Supporting Educational Reform
http://www.ncrel.org/sdrs/areas/issues/methods/assment/as700.htm
Important considerations to keep in mind as goals for student learning are established.

Dimensions of Learning
http://www.mcrel.org/products/dimensions/whathow.asp
A popular model for creating learning outcomes that goes beyond simple understanding, developed by Robert Marzano and others at Mid-continent Research for Education and Learning.

Assessment Tools

General Information

ERIC/AE Test Locator
http://ericae.net/testcol.htm
If you are looking for an assessment test or instrument, this is the place to start, with information on thousands of instruments.

National Postsecondary Education Cooperative (NPEC) Sourcebook of Assessment Information
http://www.nces.ed.gov/npec/evaltests/
If you are looking for a published test or rubric assessing critical thinking, problem solving, and writing skills, this is the place to look, with full descriptions and analyses of a plethora of published instruments. NPEC is now planning to expand this site to include instruments assessing other skills.

Assessment Measures & Methods: Advice from NCA
http://www.calumet.purdue.edu/public/eval_plan/mea&meth.htm
An article by Cecilia Lopez of the Higher Learning Commission of the North Central Association of Colleges and Schools summarizing the pros and cons of various assessment tools

Assessment Techniques and Activities
http://www.montana.edu/aircj/assess/Techniques.html
An extensive list of potential ways to collect evidence of student learning

Designing High Quality Assessments
http://www.nwrel.org/eval/toolkit98/chapter3.html
This chapter from the Northwest Educational Regional Laboratory's Toolkit 98 gives practical tips on designing good assignments and scoring them. While designed for K-12 teachers, the principles apply to any level.

Questions to Ask When Evaluating Tests
http://ericae.net/pare/getvn.asp?v=4&n=2
In a 1994 issue of Practical Assessment, Research, and Evaluation, *Lawrence Rudner gives an excellent list of guidelines to use when considering any published instrument.*

How to Use the Mental Measurements Yearbook
http://www.unl.edu/buros/howtommy.html
The Mental Measurements Yearbook, published by the Buros Institute and available in many college libraries, is an excellent sourcebook for tests and instruments on all kinds of mental traits. It includes instrument information, contact information, citations, and critical reviews by scholars. This site gives tips on using the MMY.

How to Use Tests in Print
http://www.unl.edu/buros/howtotip.html
Tests in Print, published by the Buros Institute and available in many college libraries, is another excellent sourcebook for tests and instruments on all kinds of mental traits. It is published more frequently than the Mental Measurements Yearbook, so it is often more up to date, but it lacks MMY's critical reviews and citations.

American College Personnel Association Clearinghouse on Environmental and Student Development Assessment Instruments
http://www.acpa.nche.edu/comms/comm09/dragon/dragon-data.html
Brief information on dozens of tools for assessing various aspects of student development

Rubrics (Primary Trait Analysis) and Holistic Scoring Guides

For information on rubrics for assessing writing, see the "Assessment of Writing" section below.

Scoring Rubrics: What, When, and How?
http://ericae.net/pare/getvn.asp?v=7&n=3
This article by Barbara Moskal in Practical Assessment, Research, & Evaluation explains types and uses of scoring rubric and provides a process for developing scoring rubrics.

Ideas and Rubrics
http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html
What rubrics are and how to create them, plus other readings on assessment

Guidelines for Rubric Development
http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Guidelines.html
A simple guide for creating rubric

Rubric Development
http://www.mines.edu/fs_home/bmoskal/sld004.htm
A seven-step guide for rubric development

Rubrics for Web Lessons
http://edweb.sdsu.edu/triton/july/rubrics/Rubrics_for_Web_Lessons.html
This site's title is a misnomer; the site has a simple explanation of rubrics for any purpose and links to sample rubrics in several disciplines.

Scoring Rubrics – Definitions & Construction
http://ericae.net/faqs/rubrics/scoring_rubrics.htm
A bibliography of further readings on rubrics

The following are examples of rubrics. While some are designed for K-12 teachers, they have elements of relevance to higher education as well.

A Sampler of Discipline-Specific PTA Scales
http://www.rwc.uc.edu/phillips/Assessment/PTASampler.html
Examples of rubrics for accounting, chemistry, foreign languages, history, and mathematics

Digital Desert Library Scoring Rubrics
http://www.horizon.nmsu.edu/ddl/wqevaluation.html
Rubrics for portfolios, collaborative learning, performance assessments, and summative assessments

Assessment Rubrics
http://129.7.160.115/COURSE/INST_5931A/Rubric.html
Rubrics for research papers and group presentations

Surveys and Self-Assessment Instruments

National Council for Research & Planning Survey Bank
http://www.peralta.cc.ca.us/indev/ncrp/ncrp.htm#srvbank
A collection of questionnaires used by eight community colleges to survey students, faculty, and other cohorts.

Knowledge Transfer Center Assessment Tools
http://www.t2ed.com
These tools are largely designed to assess training needs in the business world, but some (e.g. Grant Proposal Self-Assessment Tool, Instructor Development Needs Analysis, Training and Educational Leader Self-Assessment, Training Program Self-Assessment Tool, Transfer of Training Evaluation Model) may be useful in assessing some higher education goals.

Public Opinion Quarterly Index
http://www.aapor.org/poq/
This journal, published by the American Association of Public Opinion Research, frequently includes articles on survey research methodologies.

Response Scales: How Many Points and What Labels?
http://www.ncs.com/ncscorp/research/96-7.htm
How to decide how many response points to include in a rating scale.

Classroom Assessment Techniques

Classroom Assessment Techniques
http://www.siue.edu/~deder/assess/cats/paraph1.html
An overview of techniques to collect student feedback on how well students are learning what they're being taught

Focus Groups

Guidelines for Discussion Groups
http://www.innonet.org/resources/dglines.html
A good resource on focus groups

Portfolios

For information on electronic portfolios, see the "Assessment Tools: Electronic Portfolios" section immediately following.

The Portfolio Clearinghouse
http://www.aahe.org/teaching/portfolio_db.htm
The American Association for Higher Education's Portfolio Clearinghouse is a searchable collection of portfolio projects at institutions of higher education.

The Kalamazoo Portfolio: Reflections, Connections, Life
http://www.kzoo.edu/pfolio/
An easy-to-use collection of readings on student portfolios

Portfolio Assessment Bibliography
http://www.indiana.edu/~eric_rec/ieo/bibs/portfoli.html
A bibliography on portfolio assessment from the ERIC Clearinghouse on Reading, English, and Communication

NWREL Bibliographies - Portfolios
http://www.nwrel.org/eval/ea_bibs/folio.html
A comprehensive annotated bibliographies on portfolio assessment, assembled by the Northwest Regional Education Laboratory

Portfolios Fieldbook
http://www.essentialschools.org/fieldbook/classpractice/assessment/portfolios/portfolios.html
A collection of resources on portfolios from the Coalition of Essential Schools

Special Focus Area – Portfolios
http://www.mcli.dist.maricopa.edu/ac/al_portfolio.html
Links to several sites on portfolio assessment

Lessons Learned about Student Portfolios
http://www.pdkintl.org/kappan/kheb9804.htm
A good article by Elizabeth Hebert on Phi Delta Kappa's Web site with practical suggestions for anyone considering using portfolios

Organizational Issues Related to Portfolio Assessment Implementation in the Classroom
http://ericae.net/pare/getvn.asp?v=7&n=4
An article from Practical Research, Assessment & Evaluation *by Renée Forgette-Giroux & Marielle Simon*

Self-Assessment in Portfolios
http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2port.htm
Prompts for student self-reflection on their portfolios

Electronic Portfolios

Electronic Portfolios
http://www.edsupport.cc/mguhlin/webs/portfolio/index.html
A slide show overview of electronic portfolios

Creating Electronic Portfolios
http://www.ash.udel.edu/ash/teacher/portfolio.html
A good summary of the reasons for creating and using electronic portfolios

Alverno College's Diagnostic Digital Portfolio
http://ddp.alverno.edu/
Designed to allow students, faculty, and academic staff to upload assignments and assessments, feedback and self-assessments for review on a regular basis, track students' growing development as a learner, and develop strategies for improvement

Webfolio Workshop
http://www.kafkaz.net/webfolios
Resources from Northern Illinois University supporting those beginning to create online options for supporting, extending, measuring, documenting, and transforming learning

The Digital Portfolio: A Richer Picture of Student Performance
http://www.essentialschools.org/pubs/exhib_schdes/dp/dpframe.htm
A report on the Coalition of Essential Schools' Digital Portfolio Project

Learning Record Online
http://www.cwrl.utexas.edu/~syverson/olr/contents.html
An electronic format for documenting student progress and achievement, based on interviews, observations over time and samples of students' naturally occurring work, developed at the University of Texas

Liverpool University Student Interactive Database
http://lusid.liv.ac.uk/
An electronic portfolio system enabling students to record their experiences and achievements, to reflect on employment skills, and to plan their goals and activities

Electronic Portfolio Development Center
http://coents2.coe.iup.edu/portfolio/
Electronic portfolios designed for use by prospective teachers at Indiana University of Pennsylvania

Assessment of Specific Skills

Writing

See also the section above on "Assessment Tools: Rubrics (Primary Trait Analysis) and Holistic Scoring Guides."

WPA Outcomes Statement for First-Year Composition
http://www.cas.ilstu.edu/English/Hesse/outcomes.html
This statement, adopted by the Council of Writing Program Administrators, describes the common knowledge, skills, and attitudes sought by first-year composition programs in American postsecondary education.

IUPUI Goals for Writing Courses
http://www.mwsc.edu/~outcomes/iupui.html
Goals for writing courses, from first-year to capstone, at Indiana University-Purdue University Indianapolis

National Postsecondary Education Cooperative (NPEC) Sourcebook of Assessment Information
http://www.nces.ed.gov/npec/evaltests/
If you are looking for a published test or rubric assessing writing skills, this is the place to look, with full descriptions and analyses of a plethora of published instruments.

A Method for Grading Essays in Any Course
http://minerva.acc.virginia.edu/~trc/tc96fcc.htm
How to create a simple rubric for assessing writing

Regents' Testing Program Essay Scoring Manual
http://www.lcc.gatech.edu/regents/scoremanual.html
A continuing challenge is scoring large numbers of writing samples efficiently yet reliably. These extensive guidelines may help those struggling with these issues or otherwise interested in holistic scoring.

The following sites include examples of rubrics for assessing writing.

Random Assessment Rubrics
http://www.mwsc.edu/~outcomes/resources.html

Brenau University Writing Skills Assessment Form
http://www.brenau.edu/writingcenter/competencies/writingform.htm

Oral Communication

National Communication Association Assessment Resources
http://www.natcom.org/Instruction/assessment/Assessment/AssessMenu.htm
Extensive, well-organized set of links to resources for assessing oral communication skills

Critical Thinking

National Postsecondary Education Cooperative (NPEC) Sourcebook of Assessment Information
http://www.nces.ed.gov/npec/evaltests/
If you are looking for a published test or rubric assessing critical thinking skills, this is the place to look, with full descriptions and analyses of a plethora of published instruments.

Special Focus Area – Critical Thinking
http://www.mcli.dist.maricopa.edu/ac/al_crit.html
Links to several sites on critical thinking

Center for Critical Thinking
http://www.criticalthinking.org/
The Center for Critical Thinking and Moral Critique (affiliated with Sonoma State University) and the Foundation for Critical Thinking seek to promote essential change in education and society through the cultivation of fair-minded critical thinking. This site includes readings and resources on critical thinking.

Holistic Critical Thinking Scoring Rubric
http://www.calpress.com/rubric.html
A holistic scoring guide for critical thinking

Assessing Diversity/Multicultural Initiatives

How Can the Results of Our Diversity Initiative Be Measured?
http://www.shrm.org/diversity/measurement.htm
A good, brief overview of the steps to take to assess the effectiveness of diversity initiatives, designed for workplace initiatives but nonetheless relevant to higher education

The following instruments are described in the ERIC A/E Test Locator.

Attitudes Toward Diversity Scale
http://ericae.net/tc3/TC019935.htm
Designed to measure attitudes toward diversity among working adults

Diversity Awareness Assessment
http://ericae.net/tc3/TC019557.htm
Designed to measure knowledge of general and business-related multicultural information

Intrapersonal Diversity Awareness Profile
http://ericae.net/tc3/TC019707.htm
Designed to assess personal diversity awareness and identity

Cultural Diversity Awareness Inventory
http://ericae.net/tc3/TC020014.htm
Designed to assess the attitudes, beliefs, and behavior of elementary educators towards children of culturally diverse backgrounds

University of Maryland Diversity Database
http://www.inform.umd.edu/EdRes/Topic/Diversity/
An extensive set of links to resources for those engaged in diversity and multicultural initiatives

Diversity Web Sources in Higher Education
http://www.ala.org/acrl/ressept00.html
Another excellent set of links to diversity resources

Assessing Educational Uses of Technology

Flashlight Program
http://www.tltgroup.org/programs/flashlight.html
The Flashlight Program, offered by the TLT Group, an affiliate of the American Association for Higher Education, aims to help institutions evaluate educational uses of technology.

The Technology Source
http://horizon.unc.edu/TS/
This online journal is designed to help educators face the challenging of integrating technology tools into teaching. It often includes articles on evaluating instruction delivered electronically.

Countering Cheating and Plagiarism

How Can We Counter Cheating and Plagiarism?
http://www.aahe.org/assessment/2000_notes.htm#3
Notes from a brainstorming session held at the AAHE Assessment Conference 2000

Plagiarism.Org
http://plagiarism.org/
An online resource for fighting plagiarism

Research Methods for Education and Evaluation

Resources for Methods in Evaluation and Social Research
http://gsociology.icaap.org/methods
A "meta-site," with links to numerous other Web resources for research methods in evaluation

Research Methods Knowledge Base
http://trochim.human.cornell.edu/kb/index.htm
A Web-based textbook that addresses formulating research questions, sampling, measurement techniques, data analysis, report writing, validity, reliability, and ethics.

Analyzing Data

Who are the Descriptive Statistics?
http://www.frontiernet.net/~roden/RES3.HTM
A readable introduction to techniques for describing data

Selecting Statistics
http://trochim.cornell.edu/selstat/ssstart.htm
An online tool for choosing the correct statistical analysis for a particular situation

HyperStat Online Textbook
http://davidmlane.com/hyperstat/index.html
An online statistics textbook, including an excellent annotated bibliography for those who need to familiarize themselves with or brush up on statistics.

StatSoft Electronic Statistics Textbook
http://www.statsoft.com/textbook/stathome.html
An online statistics textbook covering both basic and advanced statistical techniques

Web Interface for Statistics Education (WISE)
http://acad.cgu.edu/wise/
A "meta-site" with numerous statistics links and other resources

Web Pages that Perform Statistical Calculations
http://members.aol.com/johnp71/javastat.html#Confidence
Links to hundreds of sites that calculate various statistics

Measurement Theory: Frequently Asked Questions
ftp://ftp.sas.com/pub/neural/measurement.html

You can't figure an "average" (mean) response to categorical data, such as home state or racial/ethnic group. This site explains the implications of the type of data you have on how it can best be analyzed.

Communicating Assessment Results

Reporting Assessment Results
http://www.ncrel.org/sdrs/areas/issues/methods/assment/as600.htm
Although this site is targeted toward those assessing K-12 programs, its guidelines are equally relevant to anyone communicating higher education assessment findings.

Understanding the Consumption of Evaluation Results
http://www.stanford.edu/~jnash/reports/
Although targeted toward those evaluating technology, the principles here are relevant to those engaged in higher education assessment.

Documenting Whole-School Change in Essential Schools
http://www.essentialschools.org/pubs/horace/12/v12n03.html
Demonstrating Student Performance in Essential Schools
http://www.essentialschools.org/pubs/horace/14/v14n02.html
These articles from the Coalition of Essential Schools provide many practical suggestions on measures to report student and institutional performance.

College Admissions and the Essential School
http://www.essentialschools.org/pubs/horace/10/v10n05.html
This provocative article from the Coalition of Essential Schools proposes redesigning transcripts to reflect students' skill levels. While the article addresses high school transcripts used for college admissions, the concepts could be applied toward redesigning college transcripts for postgraduate study and work.

Using Assessment Results

NPEC Sourcebook on Assessment, Volume 2: Selected Institutions Utilizing Assessment Results
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000196
A series of case studies at postsecondary institutions that highlight the successful use of assessment data for external policy-related decision making purposes.

Equity in Assessment

Ensuring Equity with Alternative Assessments
http://www.ncrel.org/sdrs/areas/issues/methods/assment/as800.htm
This paper from the North Central Regional Educational Laboratory explores the issues and steps involved in ensuring that all students are assessed equitably.

Multicultural Assessment
http://www2.uncg.edu/~ericcas2/assessment/diga24.html
This digest identifies four common misuses of assessments in multicultural contexts, describes some of the ways in which multicultural assessments can be improved, and suggests topics for future research in the area of multicultural assessment.

Issues in Advancing Diversity Through Assessment
http://www.inform.umd.edu/EdRes/Topic/Diversity/General/Reading/Sedlacek/issues.html
This paper presents five problems relating to diversity that exist in the counseling and personnel professions and discusses how those concerned with assessment can address each problem.

Relevance of Assessment and Culture in Evaluation (RACE)
http://race2000.asu.edu/facts2001.htm
Information on a national meeting devoted to issues of culture in the context of educational assessment, psychological assessment, pedagogy, and counseling

For More Information

Journals and Collections of Readings on Assessment

ERIC/AE Full Text Internet Library
http://ericae.net/ftlib.htm
An extensive, searchable online collection of some of the best full-text books, reports, journal articles, newsletter articles and papers on the Internet that address educational measurement, evaluation and learning theory, including many resources of interest to higher education assessment practitioners.

ERIC/AE FAQs [Frequently Asked Questions]
http://ericae.net/faqs/
Well-organized links to online readings on a variety of assessment issues

SearchERIC.org
http://searcheric.org/
This valuable site allows you to search ERIC, the Educational Resources Information Center (ERIC) database. ERIC is the world's largest source of education information, with more than 1,000,000 abstracts of documents and journal articles on education research and practice.

ERIC Clearinghouse on Higher Education
http://www.eriche.org/main.html
This Web site describes itself as a "gateway to higher education information on the Web." It includes a variety of resources, including reports and bibliographies.

Assessment Update
http://www.jbp.com/JBJournals/au.html
Assessment Update *aims to cover the latest developments in higher education assessment and offer up-to-date information and practical advice on conducting assessments.*

Practical Assessment, Research and Evaluation (PARE)
http://ericae.net/pare/
An online journal published by the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) and the University of Maryland, intended to provide education professionals access to refereed articles that can have a positive impact on assessment, research, evaluation, and teaching practice.

Assessment and Accountability Forum (AAF)
http://www.intered.com/public/aaf.htm
A journal dedicated to quality management and innovation in higher education

Journal of College Student Retention: Research, Theory & Practice
http://www.collegeways.com/JournalCSR.htm
Aims to provide the latest research findings regarding the retention of students in higher education, including practices, programs and services that help students persist. The site also has a bibliography of retention references.

Education Policy Analysis Archives
http://epaa.asu.edu
Articles from this journal can be downloaded.

Assessment Bibliographies

Clemson University Assessment Bibliography
http://assessment.clemson.edu/links/arbiblo.htm
An extensive bibliography of assessment readings, mostly books.

Chicago Public Schools Assessment Resources
http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Assessment_Resources/assessment_resources.html
Although this bibliography largely consists of resources targeted toward K–12 teachers, many of these are relevant to higher education settings as well.

National Council for the Social Studies Information Services Resources: Assessment, Testing, and Evaluation
http://www.ncss.org/resources/infoservices/ASSESSMENT.html
Scroll down to the bottom of this page and you'll find an extensive list of ERIC documents, many of which are particularly germane to social science faculty.

Field-tested Learning Assessment Guide (FLAG) for Science, Math, Engineering, and Technology Instructors Annotated Bibliography
http://www.wcer.wisc.edu/nise/CL1/flag/resource/Rframe.asp
A brief but well-annotated list of key assessment readings.

Accrediting Organizations

Council for Higher Education Accreditation (CHEA)
http://www.chea.org/
CHEA acts as the national policy center and clearinghouse on accreditation for the American higher education community, including regional, national, and specialized accreditation organizations (including Middle States). This site includes a directory of accreditation organizations and some readings on assessment issues as they apply to accreditation.

Middle States Commission on Higher Education, Middle States Association of Colleges and Schools
http://www.msache.org
Accrediting institutions of higher education from New York to the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and locations overseas

New England Association of Schools and Colleges

Commission on Institutions of Higher Education
http://www.neasc.org/cihe/cihe.htm

Commission on Technical and Career Institutions
http://www.neasc.org/ctci/ctci.htm

Accrediting institutions of higher education in the New England states and abroad

The Higher Learning Commission, North Central Association of Colleges and Schools
http://www.ncahigherlearningcommission.org/
Accrediting institutions of higher education in 19 states: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming

Assessment Resources
http://www.ncahigherlearningcommission.org/resources/assessment/index.html
Research and papers by the Higher Learning Commission staff

Commission on Colleges, Northwest Association of Schools and Colleges
http://www.cocnasc.org
Accrediting institutions of higher education in Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington

Commission on Colleges, Southern Association of Colleges and Schools
http://www.sacscoc.org
Accrediting institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and Mexico

Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges
http://www.accjc.org/
Accrediting Commission for Senior Colleges and Universities
http://www.wascweb.org/senior/wascsr.html
Accrediting institutions of higher education in California, Hawaii, the Pacific Basin, and east Asia.

Other Organizations Interested in Higher Education Assessment

American Association for Higher Education (AAHE) Assessment Forum
http://www.aahe.org/assessment/assessnw.htm
The AAHE Assessment Forum is the primary national network connecting and supporting higher education stakeholders involved in assessment. It helps campuses, programs, and individuals to plan, implement, and share the results of their assessment efforts by publishing, networking, and sponsoring an annual national conference.

Consortium for Assessment and Planning Support (CAPS)
http://web.indstate.edu/oirt/caps/
CAPS aims to provide a forum through which practitioners in the field of higher education can share information and find group solutions to day-to-day challenges in assessment and institutional planning.

Consortium for Equity in Standards and Testing (CTEST)
http://www.csteep.bc.edu/ctest
CTEST aims to focuses attention on how educational standards, assessments, and tests can be used more fairly.

American Educational Research Association (AERA)
http://www.aera.net
AERA is concerned with improving the educational process by encouraging scholarly inquiry related to education *and by promoting the dissemination and practical application of research results. Its services include an annual conference, several journals, and listservs. Its 12 divisions and 128 special interest groups help those with similar interests network with one another.*

National Council on Measurement in Education (NCME)
http://ncme.org/
NCME aims to advance the science of measurement in the field of education; improve measurement instruments and procedures for their administration, scoring, interpretation, and use; and improve applications of educational measurement.

American Evaluation Association (AEA)
http://www.eval.org
AEA defines evaluation as assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness. Its mission includes improving evaluation practices and methods and increasing evaluation use. AEA is a good resource for higher education assessment practitioners to gain fresh perspectives by learning about assessing strategies in fields other than education.

Association for Institutional Research (AIR)
http://www.airweb.org/
AIR is dedicated to professional growth of all who participate in decision making related to higher education via management research, policy analysis and planning. Its publications and Internet links include some works related to assessment.

Association for the Study of Higher Education (ASHE)
http://tiger.coe.missouri.edu/~ashe/
ASHE is a scholarly society, dedicated to higher education as a field of study, that promotes collaboration among those engaged in the study of higher education through research, conferences, and publications. Some of the work it promotes is related to assessment.

The Evaluation Center
http://www.wmich.edu/evalctr/
The Evaluation Center at Western Michigan University aims to advance the theory and practice of program, personnel, and student/constituent evaluation, applied primarily to education and human services.

National Center for Higher Education Management Systems (NCHEMS)
http://www.nchems.org/
The information, research, and support that NCHEMS provides for higher education management includes attention to assessment issues.

National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA)

Located at The Pennsylvania State University, NCTLA is a research, development, and dissemination center that seeks to discover what facilitates student learning. It also sponsors ***Assessment Institutes*** *(workshops). NCTLA comprises faculty, administrators, and researchers at Penn State, the University of Illinois at Chicago, Syracuse University, Northwestern University, Arizona State University, and the University of Southern California.*

National Council for Research and Planning (NCRP)
http://www.raritanval.edu/ncrp/
NCRP aims to serve institutional research and planning professionals in two-year postsecondary educational institutions and others with a special interest in community college research.

Society for Teaching and Learning in Higher Education (STLHE)
http://www.umanitoba.ca/academic_support/uts/stlhe/
A Canadian association of academics interested in the improvement of teaching and learning in higher education

Organizations Interested in K–12 Assessment (but still good resources!)

Coalition of Essential Schools: Assessment Fieldbook
http://www.essentialschools.org/fieldbook/classpractice/assessment/assessment.html
CES is a network of schools that increases student achievement by supporting the rethinking of priorities in areas such as classroom practice. This site has an excellent collection of user-friendly readings and practical assessment ideas.

North Central Educational Regional Laboratory (NCREL): Assessment
http://www.ncrel.org/sdrs/areas/as0cont.htm
NCREL aims to help educators build tools and apply proven practices to create schools where all students can develop their skills and abilities. NCREL specializes in the educational applications of technology. This site has excellent readings and resources on assessment.

Northwest Educational Regional Laboratory (NWREL): Assessment Program
http://www.nwrel.org/eval/index.html
NWREL aims to improve educational results for children, youth, and adults by providing research and development assistance in delivering equitable, high-quality educational programs. This site has very good information on assessment, including the assessment of writing, reading, and oral communication.

Mid-continent Research for Education and Learning (McREL): Assessment
http://www.mcrel.org/resources/links/assess.asp
McREL aims to improve education through applied research and development and promote the best instructional practices in the classroom. This site has many links to good assessment resources.

National Center for Research on Evaluation, Standards, and Student Testing (CRESST)
http://cresst96.cse.ucla.edu/index.htm
CRESST conducts research on topics related to K-12 educational testing. This site includes rubrics, a glossary, and links.

Institutions with Assessment Best Practices

NPEC Sourcebook: Selected Institutions Utilizing Assessment Results
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000196
A series of case studies at postsecondary institutions that highlight the successful use of assessment data for external policy-related decision making purposes

Alverno College
Ability-Based Curriculum
http://www.alverno.edu/educators/e_curriculum.shtml
Assessment Center
http://www.alverno.edu/admin_departments/departments/admin_assessment_center.shtml

Eastern New Mexico University
http://www.enmu.edu/~smithl/Assess/

Indiana University Purdue University Indianapolis (IUPUI)
http://www.planning.iupui.edu/

Northwest Missouri State University
http://www.nwmissouri.edu/~oaia/aia_assessment.html#Assessment

Slippery Rock University
http://www.sru.edu/depts/artsci/ges/hathaway/SRUassess/SRUassesshome.htm

Southern Illinois University Edwardsville
http://www.siue.edu/~deder/assess/index.html

Truman State University
http://www.truman.edu/academics/assessment/

U.S. Air Force Academy
http://www.usafa.af.mil/dfe/assessment.htm

Meta-Sites (with numerous links to other assessment resources)

ERIC Clearinghouse on Assessment & Evaluation (Ericae.net)
http://ericae.net/
Ericae.net is "your clearinghouse for assessment, evaluation, and research information." It includes over 400 full-text articles and access to the ERIC system, with abstracts of over one million books, articles and papers on education. It also has a "test locator" and extensive links to other Web-based resources.

Assessment & Evaluation on the Internet (ERIC/AE)
http://www.ericae.net/nintbod.htm
Part of Ericae.net, this is an extensive "pathfinder" of links to a variety of Web resources on assessment evaluation, organized by topic.

Internet Resources for Higher Education Outcomes Assessment
http://www2.acs.ncsu.edu/UPA/assmt/resource.htm
This Web site, compiled by the University Planning & Analysis office at North Carolina State University, is one of the most extensive set of links available.

Field-tested Learning Assessment Guide (FLAG) for Science, Math, Engineering, and Technology Instructors
http://www.wcer.wisc.edu/nise/CL1/flag/
This site includes a primer on assessment tools and techniques and links to some samples of assessment tools. Many of the concepts can be applied to disciplines outside SMET.

Alternative Assessment
http://mel.lib.mi.us/education/edu-assess.html
Dozens of links, mostly aimed at K-12 practitioners

Electronic Resources for Evaluators
http://it.usu.edu/itrs/AEA/index.html
These resources include many links of interest to assessment practitioners.

Internet Sources for Higher Education Policy and Research Topics
http://www.acenet.edu/about/programs/programs&analysis/policy&analysis/policy-research/home.cfm
Provided by the American Council on Education (ACE)

h:\best-oa.doc

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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